DOCUMENT RESUME

ED 171 379 PS 010 557

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TITLE Parent Involvement in Education: The Follow Through Experience.
PUB DATE Apr 79
NOTE 31p.; Paper presented at the Annual Meeting of the American Educational Research Association (San Francisco, California, April 8-12, 1979)

EDRS PRICE MF01/PC02 Plus Postage.
DESCRIPTORS Educational Development; *Models; *Paraprofessional School Personnel; Parent Attitudes; Parent Conferences; *Parent Influence; *Parent Participation; *Parent School Relationship; Parent Teacher Cooperation; Political Power; Program Evaluation
IDENTIFIERS *Project Follow Through; *University of Oregon

ABSTRACT

This paper describes the positive effects of the Parent Program of the University of Oregon Follow Through Program. Section I illustrates the positive effects of parent involvement in two case histories of parents' political activism directed at securing and maintaining quality education for their children. Section II focuses on parents' involvement in the schools as paraprofessionals. Section III discusses how the program has enhanced the growth of parents as teachers in the home, with particular emphasis on the recently introduced Home Reading Program. The hidden effects of parent involvement on parents themselves and on the community are discussed in Section IV. Also discussed are other positive effects of the program demonstrated in the Walt Haney reanalysis of Follow Through parent interview data. (Author/MP)

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"Parent Involvement in Education: The Follow Through Experience"

A DECADE OF PARENT INVOLVEMENT IN THE UNIVERSITY OF OREGON FOLLOW THROUGH PROGRAM

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Paper presented at AERA Symposium, San Francisco, April, 1979
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Abstract

This article reports five areas of positive effects of the University of Oregon Parent Program. The first is a summary of the Walt Haney's reanalysis of the Parent Interviews gathered during the national evaluation. Haney found moderate to high parent involvement on all Oregon-sponsored sites. Furthermore, he found that Oregon-affiliated parents, more frequently than others, felt that school appreciably helped their children academically.

Positive effects of parent involvement are, secondly, illustrated in two case histories of parents' political activism directed at securing and maintaining quality education for their children. The third area discussed is parent involvement in the school; i.e., in terms of trained paraprofessionals in the classroom and PAC activities. Parents as teachers in the home is the next area of discussion with particular emphasis on the recently introduced Home Reading Program. Finally, hidden effects of parent involvement on the parents themselves and on the community are discussed.

Preface

Before Parent Involvement in Follow Through is addressed, it is important that the reader understand basic information about the model sponsor and its parent program. The University of Oregon model sponsor has been referred to as the Engelmann-Becker Model, the University of Illinois Follow Through program (1968-1969), and the Direct Instruction Follow Through program.

The fundamental focus of this model has been to teach basic and cognitive skills, as well as a positive attitude toward self and learning, to kindergarten through third grade children in Follow Through. There are three instructional programs used by the model - DISTAR Reading, Arithmetic, and Language. Each program is divided into three levels, each of which provides instruction for approximately one school year.

Paraprofessionals (i.e. aides), who are typically parents of Follow Through children, have been hired and trained to assist each classroom teacher in daily instruction. In each of the University of Oregon affiliated sites, there are usually two aides in kindergarten through second grade classrooms, and one in third grade classrooms. These classroom aides are responsible for daily instruction in language and arithmetic and often supplementary reading.

Two other major emphases of the University of Oregon Follow Through model are the provision for comprehensive services for all children and provision for active parent involvement. The parent program, geared to insure active parent involvement, is comprised of two formal structures, the Policy Advisory Committee (PAC) and the parent program operating out of the school. The PAC is a school advisory body made up of at least 50% Follow Through parents that assists in the preparation of the annual Follow Through proposal and the selection of Follow Through personnel.

Within the parent program, a parent coordinator and parent workers (approximately one position for every 200 students), work as laison between school and home. They inform parents about Follow Through, provide courses and activities geared to meet the needs and interests of Follow Through parents, and assist with comprehensive services.

Introduction

Follow Through, the largest research and development program ever undertaken in the history of education, has mandated parent involvement from the beginning. Unfortunately, too little attention has been paid to the positive effects of the parent program on the Follow Through experience. In a draft report on sponsor evaluations of Follow Through's impact, Walter Hodges (1978) has pointed out that "most of the data concerning parent involvement was discounted in the national evaluation (Haney, 1977), even though six of the fifteen evaluation criteria for local funding are concerned with parent involvement." (Federal Register, Wed., June 29, 1977, p. 33149) In 1978, in an attempt to bridge the gap between the recognized importance of evaluating the effects of the parent program and the paucity of available data, Walt Haney, of the Huron Institute, was commissioned to reanalyze the Follow Through parent and teacher interviews gathered over a seven year period by SRI.

In this reanalysis of the national Follow Through data, Haney questioned whether the two model sponsors, the University of Oregon and the University of Kansas, that had ranked highest on student outcome measures had slighted other non-academic dimensions of the program. In his analysis of the parent interview data, Haney reported general positive results across all sponsors. The parents of Follow Through children expressed considerably more satisfaction with their child's school than non-Follow Through parents and had greater participation in and interaction with their child's school. Furthermore, Haney found moderate to high parent involvement on all sites sponsored by the University of Oregon.

In a more specific analysis of the data, Haney investigated parent involvement along several distinct dimensions. He found that parents of University of Oregon affiliated sites significantly disagreed with the view that there is not much parents can do about changing the educational situation in their community. He found that Oregon affiliated parents viewed school as helpful not only to their children, but also to themselves, particularly in terms of learning about teaching, learning how to help at home with their children's school work, understanding better how their children learn, and meeting other parents. Investigation of the degree of parent involvement in PAC showed Oregon affiliated parents not only reporting that they had heard of PAC, and gone to PAC meetings, but that PAC had been a considerable asset. Of greater importance, parents affiliated with Oregon, more frequently than other groups of Follow Through parents, felt that school appreciably had helped their children academically. Since, in fact, University of Oregon Follow Through children made significantly more gains in learning basic and cognitive skills than non-Follow Through children, this parent perception corresponded not only to the goals, but to the actual accomplishments of the Oregon-sponsored sites.

That schools are responsible for teaching children essential skills as a means to a better livelihood has been found to be important to other parents as well as those involved in Follow Through. Ogbu (1974) in his ethnographic study of a Stockton, California community largely populated by Mexican-Americans and Blacks, found low-income parents feeling that teaching essential skills is the responsibility of schools which schools are evading. Instead schools blame the lack of learning on parental and cultural inadequacies. Thus it is significant that Haney found the University of Oregon to be among the sponsors whose

parents and teachers indicated the greatest satisfaction with children's progress.

The Haney reanalysis of the Follow Through parent interviews gives a partial picture of the importance of parent involvement in Follow Through. Our evidence, accumulated during a decade of interaction between the Oregon model sponsor and its fifteen affiliated communities, supports and extends this picture of the importance of parent involvement in Follow Through. Haney suggested that, due to the data problems detailed in his report, his findings - particularly the statistical significance reported - be viewed as merely heuristic devices. The same caveat should be made concerning the model-sponsor data reported in this paper. Nonetheless, direct and indirect evidence of positive parent outcomes have been found in University of Oregon - affiliated Follow Through communities. These will be reported in the following sections, providing a more comprehensive (but still, unfortunately, limited), picture of the powerful impact felt by parents who have shared the Follow Through experience. The first section will present illustrative cases histories of parents' political activism, the focus of which was securing and maintaining quality education for children in the University of Oregon Follow Through sites. The next section will focus on parents' involvement in the schools as paraprofessionals. Section 3 will discuss how the parent program has enhanced the growth of parents as teachers in the home. Finally, the hidden effects of parent involvement on parents themselves and the community will be addressed.

Section 1: Political Activism

The very existence of Follow Through today provides evidence of the strong political activism of Follow Through parents in response to federal government threats of phase-out and funding cutbacks. As mentioned by Hodges (1979), the action that parents took to prevent phaseout is important evidence that Follow Through parents have positive attitudes toward Follow Through and will work diligently to insure its continuance in their communities. Hodges' findings are supported by the University of Oregon's documentation of several specific instances in which the program would not have survived without the intervention of Follow Through parents.

The first case in point is the Nichols Avenue Follow Through program in Washington, DC. Last year, the site received notification from the Regional Office that the Nichols Avenue Elementary School, which housed Follow Through, would be closed down. The decision to close the school had been based on a community survey assessing building conditions, number of children serviced and other factors. Upon receiving this information, the Follow Through PAC Chairperson called a meeting of Follow Through parents. The parents felt that this decision was unjust. First of all, there were schools in the region with equally small enrollments that should have been selected for closure before Nichols Avenue. Secondly, since Nichols Avenue had the only DISTAR Follow Through program in the city and had demonstrated academic gains, the parents felt its uniqueness and success (Washington Star, 1978) should warrant exemption from closure. Furthermore, if the Nichols Avenue Elementary School were shut down, the current Follow Through program would lose effectiveness due to problems involved in moving the operation to another school.

Although the Regional Superintendent and his Deputy were upset with the parents' expression of their concern, Follow Through parents continued

to meet on the issue. They contacted other parents and key community leaders and began a letter writing campaign focussed on congressional representatives and the Superintendent of Schools. When their case appeared hopeless, 200 Follow Through parents and other community members staged a walkout and then boycotted the school. As their cause became more visible, other leaders gave their support. Parent task forces went to visit influential congressional leaders (Ted Kennedy's office, Special Assistant to the White House, etc.) and interviewed with the local newspaper. Meanwhile, parents held continued discussions with the Superintendent, who finally consented to a hearing. The meeting was called for 7:00 p.m., with the District Office scheduling approximately three and a half hours of awards to precede the hearing. The District Office apparently assumed that the Follow Through parents would give up, but they did not. The closure decision was finally reversed, and the Follow Through program at Nichols Avenue School is enjoying continued success today.

A second case of successful parent activism concerns the University of Oregon's site in Brooklyn, New York. As early as 1966, a number of parents in Brooklyn's Ocean Hill Brownsville district had voiced the need for an enriched kindergarten program that would carry on where a local federally funded pre-kindergarten program left off. Prior to Follow Through, parents in the community went to the principal and superintendent with this concern. A parent volunteer program was set up, but the parents felt this was inadequate. So when the opportunity arose for Brooklyn's P.S. 137 (the community's elementary school), to become part of Follow Through, the parents were eager. Under the supervision of a Volt consultant, the parents formed a PAC. They were then asked to select, from among six to nine model-sponsors,

one that would meet the needs of their community. The parents representing P.S. 137 became very interested in adopting the Engelmann-Becker model. The Central Board however, was opposed to this choice and attempted to persuade the parent representatives differently. When the PAC became involved in the selection process, the Central Board claimed that the PAC election had been illegal, and thus the parents could not make a decision about the sponsor for their program. The parents protested, asked for a representative to be sent from Washington, DC to supervise a new PAC election, and eventually won the right to enter into agreement with the sponsor of their choice, the Engelmann-Becker Direct Instruction Model.

Section 2: Parent Involvement in the School

As has been noted in many Follow Through documents, model-sponsors have been required from the beginning to facilitate parent involvement in the school and at home. One major way the University of Oregon model has involved parents in the education of their children is to employ them as paraprofessionals in the school, particularly in the classroom. Parents have been trained to work as (1) small-group instruction teachers of arithmetic and language, (2) testers, administering criterion-referenced tests geared to the DISTAR programs, (3) videotape operators, data collectors, (4) parent coordinators and community or parent workers.

A second major way the Oregon model has involved parents is with the local PAC's. The Oregon model, like other model sponsors, provided specific guidelines for establishing the PAC, along with manuals containing sample bylaws and suggested organizational procedures.

Where possible, the model procured the technical assistance of Volt or general consultants out of the Office of Education to help set up functioning PAC's.

One of the most important responsibilities of the Oregon-affiliated PAC's has been to assist local school administrations in the selection of parents for school-related positions. Two of the tasks confronting the model sponsor have been to try to ensure that the PAC's really did have a voice in the selection of Follow Through personnel, and to assist PAC's in acquiring the skills and information required to handle this responsibility well. In a number of communities, some of the original parents hired as teaching aides were not suited for classroom work. But, as time went on, the PAC's, in collaboration with the sponsor and local school administrations, evolved sophisticated screening devices and interview techniques. PAC's are now filling teacher aide positions with parents and other community members who have basic skills in the English language, math concepts and logical thinking, along with the sensitivities necessary for teaching at the primary level.

As the sophistication in the selection of Follow Through personnel improved over time, so did the model-sponsor's staff-training efforts, especially for paraprofessionals selected for classroom teaching positions. Before describing the classroom aide training program, it might be helpful to describe the responsibilities of a classroom aide in a University of Oregon Follow Through site.

Most classroom aides in the Direct Instruction model teach at least three groups of arithmetic or language daily, and often assist with supplemental reading. Frequently, visitors entering a Direct Instruction classroom will not be able to identify the classroom teacher. The teacher will be working with one small group of children

while the two aides teach separate small groups. All will be using basically the same direct instruction techniques and will be working with carefully-programmed DISTAR materials appearing in brightly colored kits. Each "teacher" will be positioned in such a way that the children, seated in a semicircle, can see the presentation material the "teacher" holds or presents on the board. The "teacher" will present many instructions and questions to the children in a regular thirty-minute session, and the pupils will often respond in unison, insuring that, during the majority of the lesson, the children are actively involved in learning. The classroom aides basically perform the same highly-skilled job as the teacher for a major portion of the school day.

The paraprofessional training program for classroom aides focuses on teaching the content of the DISTAR language and arithmetic programs, as well as providing practice in specific Direct Instruction presentation techniques.[1] Staff training begins at the summer preservice. Following an orientation, the classroom aides are divided into subject-area groups. An experienced teacher-trainer, either from the model sponsor or from the local FT staff, briefly covers the philosophy and rationale underlying the instruction in language or arithmetic. Various scheduling and placement procedures are discussed at that time. Then aides are given training in teaching the critical skills covered in approximately the first 40 lessons of the instructional program they will be teaching.

In the subject-area training session, paraprofessionals practice teaching all early critical formats.[2] During the practice sessions,

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[1] Parent workers and data aides are given separate training relevant to their duties.

[2] A format is a series of patterned teaching steps used in a number of successive lessons. The consistency of the wording in each format makes both teaching and learning easier.

the staff trainer typically demonstrates the formats with the participants responding as children. This serves two purposes: it familiarizes the aides with the content of the materials and with the responses they will be expecting from their pupils. and it allows the aides to attend to precise teaching techniques that are much more easily demonstrated then described. After this demonstration, roles are reversed and the participants, often as a group, play the role of teacher while the staff trainer plays pupil. The participants practice critical formats in this manner until their teaching moves smoothly. Then the staff trainer begins demonstrating effective correction procedures for the format. Then the procedures are practiced along with the reinfrocement techniques built into the DISTAR programs, intended to make learning fun. This constitutes a typical training session.

Aides often begin teaching the first or second day of school, with supervisors and/or consultants (usually the same individuals who conducted preservice training), providing in-classroom coaching and assistance. In the classroom context, the trainers provide demonstrations and side-by-side coaching, in much the same manner as was done in simulation settings during preservice. This in-class assistance continues periodically throughout the school year.

Inservice training sessions usually begin around mid-October (after the classroom aides have had an opportunity to "get their feet on the ground" in their daily teaching routines), and continue at monthly intervals until the end of the school year. These sessions concentrate on critical, upcoming formats identified in the teacher's guides accompanying the instructional programs, and are conducted in much the same way as preservice training. The results of criterion-referenced

tests are also discussed.[3] In collaboration with their supervisors, teachers, and each other, classroom aides use the test results to identify appropriate remediation procedures, children who need to be regrouped and groups that can be accelerated. In addition, these out-side-of-class inservice sessions allow classroom aides to gather together and share questions, successes, and problems.

Increased sophistication in aide-selection and training has resulted in the development of a large group of highly-skilled aides. The work these community members - primarily FT parents - have done over the years as classroom aides, testers, and parent workers, has probably had a stronger impact than any other aspect of the parent-involvement effort. These parents, in aide positions, have decreased the student/teacher ratio in classrooms, ensured careful monitoring of each child's progress, and enhanced school-home communication and learning at home. Those working in Follow Through on a longitudinal basis have seen the complexion, not only of schools, but of entire communities change as a result of this positive force. The more elusive effects of this impact will be discussed in Section IV.

Section 3: Enhancing the Growth of Parents as Teachers in the Home

Parents in Direct Instruction sites have assisted in the success of Follow Through in a number of ways, - through political support in times of crisis, through participation in PAC, through work as professionally trained classroom aides, and testers, through work as parent coordinators/ workers and as teachers of their children at home. In this section

[3] The criterion-referenced tests are administered in each subject area on a six-week cycle. The testing program which involves other parents who have been trained as testers, assesses each child's performance on critical skills taught in language, arithmetic, and reading.

aspects of home-based parent involvement are described.

Recently the University of Oregon Follow Through project initiated a Home Reading Program. A number of studies indicate that when parents read to their children, even as little as 15 minutes a day, the children's ability to read and their attitude toward reading markedly improves (Henry, 1974; Wise, 1972; Woods, 1974). The Home Reading Program is designed to involve parents with their children on reading activities for 10 minutes or more each day. This time can be used for parents reading to children or for children reading to parents or older siblings. A variety of activities is encouraged. It was suggested that, once the program was well established, children could also read independently if monitored by their parents. The time each family spends on reading is logged daily on 8 X 11 index cards, accommodating either a two or four-week period. The card is comprised of blocks in which the total time spent in reading and the book title are recorded daily. A contest among the Oregon-affiliated sites has been instituted as an additional incentive. The four sites that log the most home reading time per child throughout the school year are to receive a prize.

To date, there have been 19,755 hours and 15 minutes of Home Reading logged by various Oregon-affiliated sites. The response to the program has been enthusiastic. In some communities, as many as 80-100% of the children have been involved. A positive impact from the Home Reading Program is being observed in classrooms by teachers, testers, administrators and Oregon consultants. A few comments from parent coordinators support this conclusion.

Cherokee, N.C. reports the following effect from the Home Reading Program: "The best effect is that many of the children's reading has

improved because of the time they spend at home reading out loud."

Uvalde, Texas reports, "Increased enthusiasm among students, -

- Response from the parents is about 70-75%, student attendance is improved.
- Parents have visited school more since the program started."

Flippin, Ark. reports positive effects,

- Increased time spent between parent and child,
- Cooperation within each room as they try to read the most minutes
- One parent reports "My child's reading grade has improved since the Reading program has started."

The majority of the training and assistance in running the Home Reading program has been provided by the local sites rather than by the sponsor. Dayton, Ohio had been involved in a Reading Together program for a number of years and shared their ideas and successes with the other Oregon-affiliated projects. Since then, other sites have discovered effective procedures and these are being shared at national Follow Through meetings and reported in a University of Oregon Follow Through newsletter.

Local parent programs have also been involved in a variety of other activities focused on helping parents be effective teachers in the home. A number of booklets and texts have been developed by the sponsor for use in these parent programs. Parents are Teachers, A Child Management Program by Wesley C. Becker has provided the foundation for a number of local programs on positive parenting over the Follow Through years. For acquainting parents with the instructional programs used in Follow Through, several versions of the Parent and Child, Home Practice Guide have been used. These materials contain explanations of Follow Through, frequently-asked questions and answers about the Direct Instruction model, instructional program overviews, and activities to do at home that are language-related and similar to classroom instructional tasks. A second guide,

Supporting Your Child's Learning in Level II Programs of the Engelmann-Becker Follow Through Model was designed as a curriculum guide for parents of children in DISTAR Level II programs in Reading, Arithmetic and Language.

In addition to the above, local sites have developed their own materials and procedures for involving parents in and outside of the home (See Appendix A). Much parental activity has centered around Follow Through-sponsored nutrition, craft and sewing classes and workshops on such topics as planned parenthood and drug abuse. [4]

Section 4: Hidden Effects of Parent Involvement on Parents Themselves and on the Community

As mentioned earlier, parent involvement has been a powerful force affecting, not only schools, but entire communities. As wage earners, Follow Through paraprofessionals have stimulated local economies. Furthermore, FT paraprofessionals have recieved intensive career-development training within the program. Some have gone back to school in order to earn GEDs and college educations. A number of conscientious paraprofessionals have moved to higher paying positions or have started their own businesses.

Career development and career opportunity programs have not only impacted the paraprofessionals working in FT, but many of the home-based parents as well. Volunteer programs, in which parents of FT children have assisted as tutors in the classroom, chaperons on field trips, etc., have also influenced FT communities. Many parents, in fact, have eventually become FT employees after working diligently in volunteer programs.

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[4] As an example of the breadth of parent activities, Flint, Michigan FT parents have been involved in building a new school. The PAC in Flint, in collaborative effort with the sponsor is also directing efforts toward expanding Follow Through into its 4th-6th grade and electing a member from their community to the School Board.

In order to assess these hidden effects of parent involvement on parents' personal growth and on the community, a Parent Coordinator questionnaire was recently administered to all University of Oregon-affiliated sites. Answers to questionnaire items were sought in local records and through personal interviews with key local staff involved in Follow Through since its inception, (i.e., Parent Coordinators, Directors, local supervisors, etc.). Although not all the data reported here is necessarily documentable, it does represent the estimations of a number of Follow Through "oldtimers" and suggests the pervasive influence of FT parent involvement.

Four general questions addresssd in the University of Oregon questionnaire were:

1. To what extent have FT parents in various communities volunteered time and effort in classrooms and school-related activities?
2. To what extent are FT parents involved in paraprofessional positions in the school?
3. To what extent have paraprofessionals been affected by career development programs?
4. To what extent has FT affected all parents in terms of finding jobs and receiving additional schooling.

These four questions are of interest because they illuminate aspects of the influence of parent involvement not addressed in other investigations.

The extent to which parents have been involved in volunteer effort is represented in Table 1. There is a great deal of variability among the University of Oregon Follow Through communities with regard to Parent Volunteer hours over the years. It is speculated that this is due, in part, to the different Maintenance of Effort requirements, placed of the FT programs. Parent Volunteer effort is substantially greater in the urban areas than in the rural communities across the country, although

much involvement in rural communities has centered around home-based activities, such as Smithville's Take Home program. These are not necessarily represented in the figures in Table 1.

Insert Table 1 about here

There are a few problems in reporting the date on the professional development of FT parents as school aides. Not all sites have maintained complete records. Therefore the figures in Table 2 may represent only the last five years of parent involvement rather than 10 years. A second major difficulty encountered in reporting this descriptive data was determining how to represent variability in site size. It was decided that the total number of classroom aide positions per site would be provided as an index of the FT site school population. (The following sites do not have a kindergarten level at the present time: Dayton, E. Las Vegas, Smithville, Tupelo and Williamsburg Co.)

Table 2 shows the responses of parent coordinators, parent workers and FT Directors to these questions:

1. How many parents have become FT aides in school as a result of involvement in FT?
2. What annual percentage of your a) classroom aides, b) parent workers, and c) testing aides have been FT parents at one time?

Insert Table 2 about here

The number of parents applying and being hired for paraprofessional positions in FT ranges from 5 to 64 per site. It should be noted that the site with

only 5 parents being hired as FT aides is San Diego. San Diego was self-sponsored until this year and, thus, was not encouraged by a model sponsor to hire FT parents as aides in the school. Flint, Dayton and E. Las Vegas have been most persistant in hiring parents for classroom aide positions.

Some sites, such as Cherokee, have hired FT parents almost exclusively until recently. As hiring requirements has been raised, younger members of the community, (not FT parents), have been hired for aide positions. This has had advantages, also. More of these young people are interested in going on to college after some teaching experience in FT, and plan to return to the community as certified teachers someday.

One comment should be made concerning the E. St. Louis data. It shows the lowest percentage of parents hired for FT aide positions. This is due to the fact that E. St. Louis developed the most stringest screening procedures for the hiring of aides at the very beginning of Follow Through. The community decided then that they wanted to have only one paraprofessional in each classroom, and that this person should have completed at least two years of college. It is interesting that a similar trend in hiring can be observed in a number of other University of Oregon-affiliated sites.

Results of the following questionnaire-interview items regarding career development impact on aides, can be found in Table 3:

How many aides have moved up the career ladder to:

a) Teaching positions

b) Other, higher paying positions

c) Aide supervisor positions

d) Other, (specify)

Insert Table 3 about here

The fact that substantial numbers of paraprofessionals have advanced to teaching positions and other higher-paying positions is evidence of strong staff development and Career Opportunities Programs (COP) in many communities. College credit for inservice training and practicum experience has been available to all sites through the model sponsor. Yet only when this has been coupled with strong career opportunities programs, as in Tupelo, Miss., Todd, Co., SD, Las Vegas, NM, Dayton, Ohio and Williamsburg, SC has it been possible for substantial numbers of aides to advance to teaching positions. In some communities, there are large proportions of aides moving on to other, better paying positions, also. Aides have often moved on to nursing positions, Title I aide positions, and jobs in social and community work.

The question of other ways FT parents have been affected by their involvement in FT is addressed in Table 4. Table 4 shows the responses to the items:

1. How many parents, who as a result of involvement in FT, have found jobs and started working?
2. How many parents have received additional schooling (e.g. GED, college credits, etc.) as a result of Follow Through?

Insert Table 4 about here

In terms of FT parents going back to work, there is no assumption that there is a causal relationship between the parents becoming involved in FT, usually as active parent volunteers, and finding jobs. Only a correlational relationship is suggested. However, a number of parent coordinators, who have worked in the same position since 1968 have felt

that FT involvement has acted as a catalyst for a number of parents to find work outside the home. In some communities, FT parent coordinators and workers have been directly involved in assisting FT parents in this process and have provided needed recommendations for their hiring. And a number of these parents have become employed by FT, as is shown in Table 2.

As mentioned earlier, some sites have had strong locally-based career opportunities programs. For example, in Todd Co., SD, the FT participated in a Professional Preparation of Indigeneous Teacher-Aides program. This program resulted in 124 parents and aides receiving some additional schooling. Of these, approximately 20 received their Bachelor's degrees while working as teacher aides. However where FT sites have not been able to develop a liason with an in-state institution of higher learning and receive COP funding, such career opportunities have not been possible.

Implications for Future Efforts

In Haney's Reanalysis of the Parent Interview data, he compares his work to Scriven's Modus Operandi evaluation - "simply using available evidence in search of answers to important questions." A similar analogy could be applied to the present analysis of the impact of parent involvement in Oregon-affiliated Follow Through communities. An attempt has been made to fill in the missing pieces of this jigsaw puzzle by reporting: a) vignettes of political activism on the part of FT parents in ensuring a quality education for their children, b) sponsor-related career development activities designed to prepare FT parents for teaching language and arithmetic in the classroom, c) activities designed to enhance the growth of parents as teachers in the home, and d) hidden effects of FT parent

involvement on the parents themselves and on the community. But many pieces are still missing. ONe important question that remains is, "How is quality implementation in FT sites to be maintained?"

Although the parent involvement in Oregon sites is considered successful, the Sponsor does not feel that all potential resources for ensuring effective parent involvement have been explored. David Cohen, in his article, "Politics and Research, Evaluation of Social Action Programs", has stressed the importance of information as the basis for changing power relationships. It is felt that parents and PACs in various FT communities still do not have information necessary to ensure that quality implementation of their Follow Through programs is maintained given the pressures of school bureaucracies, changing administrations and teacher unions. Therefore, the planned focus of future sponsor efforts in parent involvement will be to give parents in our communities the tools and information to monitor implementation. Given the success of parent involvement during the last FT decade, future efforts in this direction appear hopeful.

TABLE 1

Average Number of Annual Parent Volunteer Hours

Site	Hours	Years Reported
Brooklyn, N.Y.	18,000	(1968-78)
Cherokee, N.C.	2,000-4,000*	(1970-78)
Dayton, Ohio	1,350	(1968-78)
E. Las Vegas, N.M.	2,023-6,185	(1977-78)
E. St. Louis, Ill.	20,396	(1968-78)
Flint, Mich.	7,240	(1968-78)
Flippin, Ark.	256	(1976-79 only)
Rosebud, S.D.	NA	
San Diego, Calif.**	14,950	(1968-78)
Smithville, Tenn.	450	(1969-78)
	(24,976) - on take-home program at home	
Todd Co., S.D.	0	
Tupelo, Miss.	7,680*	(1974-78)
Uvalde, Texas	305	(1978 only)
Washington, D.C.	1,304	(1978 only)
Williamsburg, S.C.	NA	

* Approximation

** San Diego became affiliated with the University of Oregon model in Fall, 1978.

TABLE 2

Parents becoming paraprofessionals

	# of classroom aides	# of parents who have become school aides	Annual % of: a) classroom aides who are FT parents	b) parent workers who are parents	c) testing aides who are parents
Brooklyn, N.Y.	15	30	30%	100%	100%
Cherokee, N.C.	27-32	23	100-67%	100%	100%
Dayton, OH	48	62	81%	90%	75%
E. Las Vegas, N.M.	22	42	95%*	100%	100%
E. St. Louis, IL	45*	20	25%*	25%*	25%*
Flint, MI	37	64	100%	100%	100%
Flippin, AR	16	22	64%	75%	100%
Rosebud, SD	12½	10	66%	100%	100%
San Diego, CA	42	5	35%	100%	100%
Smithville, TN	18	20	58%	100%	100%
Todd Co., SD	41-60	65%	80%	50%	50%
Tupelo, MS	30*	16*	52%*	17%	66%
Uvalde, TX	18	38	30%	50%	40%*
Washington, DC	17	23	34%*	100%	100%
Williamsburg, SC	30	20	66%*	66%*	66%*

*Approximation

TABLE 3

The Impact of Career Development on Aides

	# of aides moving up career ladder to: a) teaching position	b) other, higher paying positions	c) aide supervisory position	d) other
Brooklyn, N.Y.	1	20	0	30
Cherokee, N.C.	1	15	0	0
Dayton, OH	14	18	0	2
E. Las Vegas, N.M.	15	2	4	0
E. St. Louis, Ill.	6	2	0	3
Flint, MI	7	0	4	0
Flippin, AR	0	0	1	0
Rosbud, S.D.	4	2	1	1
San Diego, CA	NA	NA	NA	NA
Smithville, TN	8	0	0	0
Todd Co., SD	24	23	3	1
Tupelo, MS	17	25	0	7
Uvalde, TX	8	0	0	0
Washington, D.C.	0	0	0	1
Williamsburg, SC	15	0	0	0

TABLE 4

Parents Taking Advantage of Careeer Opportunities Through FT

	# parents finding jobs	# of parents receiving additional schooling
Brooklyn, N.Y.	27	38
Cherokee, N.C.	0	30
Dayton, OH	38	36
E. Las Vegas, N.M.	13	34
E. St. Louis, Ill.	100*	25
Flint, MI	60	30
Flippin, AR	1	1
Rosbud, S.D.	11	17
San Diego, CA	6	4
Smithville, TN	25*	13
Todd Co., SD	?	124
Tupelo, MS	5	10
Uvalde, TX	50*	50*
Washington, D.C.	25*	10
Williamsburg, SC	35	20

*Approximations

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APPENDIX A

Parent Activities

Site	Activities
Cherokee	Trips/workshops/classes
Dayton	Reading Program Educational Trips Classes (crafts, nutrition, knitting & crocheting)
East Las Vegas	Classes - sewing - holiday crafts dental/nutrition workshops garden projects upholstery workshops recreation - bingo
East St. Louis	Parent Awards Day Banquet First Aide Workshops Bazaars Math Workshops Guest Speakers
Flint	Recruitment Committees
Rosebud CAP	Field Trips K-3 Softball (summer) Story Hour (summer) Fund Raising Gift Giving at Christmas
San Diego	Tour of Educational Center Workshops - Discussion (health issues) Welfare Rights Meetings Instructional Workshops Single Parent Workshops Recruitment
Smithville	Hair Styling and Make Up Application Craft Classes Costume Making Book Fair Vision Screening/Audio Screening Measurement/Height Tallied Reading Hours Poster Making

Site	Activities
Todd County	Inservice Programs for Parents on Classroom Activities New Information Given to PAC
Tupelo	Classes - craft, sewing, masonry P.E.T., Parent Home Practice Training Training on Conducting PAC Meetings Fund Raising for 2 Parents to go back to School (scholarship)
Uvalde	Parent-Teacher Conferences Classes - first aid, nutrition, pre-natal Neighborhood Coffee Chats, Social Gatherings School Parties, Fund Raising Events Home Reading Program - Adult Education/ Paid Parent Tutors Volunteer Parents/Clothing Drive
Washington, DC	Classes - G.E.D. - sewing Recruitment
Williamsburg, SC	Classes - sewing/health Home Visits/Small Group Meetings